

FEBRUARY 1958

Camping Magazine

Forwarding and Return
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ACA CONVENTION SALUTE • ARCHERY • INDIAN LORE
CAMPING CONVERSATION ON STAFF RECRUITMENT



Gerald Wendt, Speaker
Wednesday General Session



Reynold Carlson, Speaker
Friday General Session



Alan F. Klein, Speaker
Thursday General Session



Armin F. Luehrs, Chairman
ACA National Convention

CONVENTION ACA HEADLINERS



Ruth Isserman, Chairman
Private Camp Sessions



Elisabeth Strom, President
ACA Minnesota Section

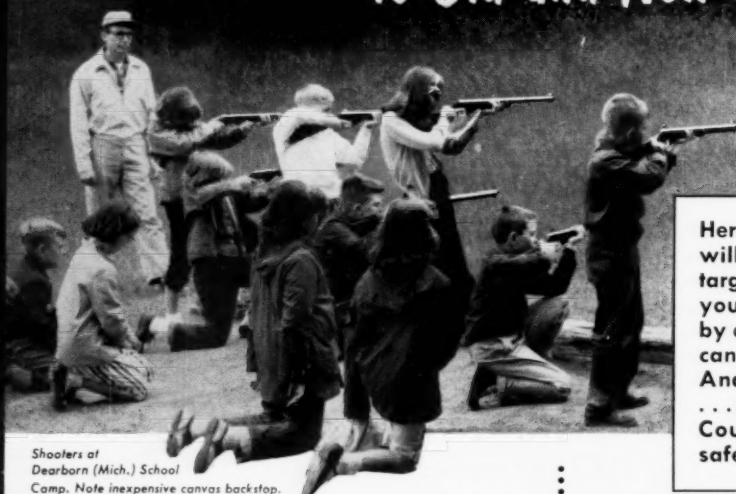


Laurence Gould, Speaker
Saturday Luncheon



T. R. Alexander, President
American Camping Assn.

Announcing DAISY'S New 25% DISCOUNT to Old and New Customers

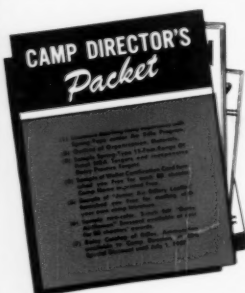


Shooters at Dearborn (Mich.) School Camp. Note inexpensive canvas backstop.



Here's good news! Effective January 1, 1958, Daisy will grant a 25% Discount on all air rifles, BB shot, and targets to present and future camp customers. Now you can modernize your present .22 shooting program by adding Daisy's Junior Air Riflery Program—or you can install it if your camp has NO shooting program. And you can do it at the Special 25% Camp Discount . . . good on initial camp orders AND re-orders! Send Coupon for Free Director's Packet explaining this safest, most economical shooting program . . . now!

Free Camp Director's Packet!



Contains complete information on '58 Daisy Spring-Type Air Riflery Program, sample Official NRA and Practice Targets, a Shooter's Wallet Card, a Brassard plus Daisy Catalog—and sample Leaflet furnished Free for enclosing in your own camp "prospect" mailing. Send coupon.

GUN REPAIR SERVICE FREE!

Only Daisy offers camps free annual gun inspection and repair service. We've done this for years. Explained in Free Packet.

ACA Convention — February 5-8
See our Camp Air Rifle Display at Booth 23

DAISY MANUFACTURING COMPANY

Dept. 3028, PLYMOUTH, MICHIGAN, U.S.A.

- ☐ FREE PACKET. Send Camp Director's Packet Free.
☐ ORDER FOR CAMP AIR RIFLERY OUTFIT. I enclose \$24.95. Send Outfit (detailed in ad) PREPAID.

Name _____

St. & No. _____

City _____ Zone _____ State _____

Camp Name, Address _____

Camp has ☐ NO riflery program. ☐ Has riflery program.

Number of Campers _____ BOYS: _____ GIRLS: _____

Camp Opens _____

Closes _____

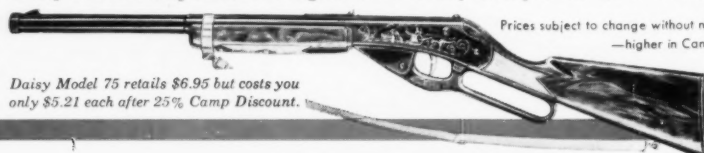
A Complete Camp Air Riflery Outfit for

ONLY

(4) Number 75 Daisy Air Rifles	\$20.84
(1) Number 500 Case Daisy BB Shot	3.75
(50) Number 10 Instruction Sheets	FREE
(100) Number 78-A Official NRA Air Rifle Targets	.36
(100) Number 78-B Practice Targets (200 Bulls)	FREE
(1) Camp Director's Packet	FREE
(Daisy Pays the Postage)	YOUR COST \$24.95

\$24.95
YOUR COST AFTER 25% Discount

Outfit provides complete instruction and shooting equipment for 10 to 15 boys and girls per period of instruction. No expensive backstops needed. Many camps use grocery cartons stuffed with magazines or newspapers; others use a piece of old canvas. Order your COMPLETE OUTFIT now on coupon or send coupon for Free Director's Packet. And remember . . . Daisy's 25% Camp Discount is good on all Daisy Camp Orders, Re-Orders!



Prices subject to change without notice
—higher in Canada.

Daisy Model 75 retails \$6.95 but costs you only \$5.21 each after 25% Camp Discount.

DAISY

SAFER SPRING-TYPE BB RIFLES
DAISY MANUFACTURING COMPANY
DEPT. 3028, PLYMOUTH, MICHIGAN, U.S.A.

Over 1,000 Camps Now Use This Program!

LETTERS FROM READERS

"Good, As Usual"

Just finished reading the December Camping Magazine, which is good, as usual.

Barbara Learoyd
Executive Secretary
New England Camping
Association

I have just finished reading the last Camping Magazine. I think the tape recording with Bally, Ted and Stan was terrific! I do not know when I've gotten so much from a Camping Magazine article, and hope you continue them.

Ruth Isserman
Camp Chickagami for Girls
St. Louis

(The article referred to was "Camping Conversation — Putting More Real Camping into Camps," in the December issue. Further tape recorded articles, on different topics, are scheduled for early publication.—Ed.)

Forms Requested

We are using the ACA form 104-54, Camp Employees Health Examination, to excellent advantage and would like to know if you will send us copies of other forms that may fit into our program.

Other forms which would be of interest to us are Campers' Application Blanks, Medical Forms for Campers, Staff Member Applications and Contracts.

Any help that you could give us would be gratefully accepted.

John Sisk
Camp Rosary Assn., Inc.
Pittsburgh, Pa.

Copies of forms are available from ACA National Headquarters, Bradford Woods, Martinsville, Ind. The only form which ACA does not have is a Campers' Application Blank. Such forms vary so greatly from camp to camp that it has been

impractical to try to develop a form which all could use.

Other forms concerning personnel are contained as suggestions in ACA's publication, "Camp Administrative Forms and Suggested Procedures in the Area of Personnel." —Ed.

Extra Issues Available

I have extra issues of Camping Magazine for: May, November, December, 1952; January, February, March, April, May, 1953; January, March, December, 1954; January, March, April, 1955; February, 1956. I will be willing to give to any one who wishes them. I hope they can be of use.

Dennis L. Gerlock
Board of Park Commissioners
3112 Robinwood Drive
Fort Wayne, Indiana

Aids Recreation Director

I am enjoying Camping Magazine very much. It is the first time I have used it. The issues I've received to date have been of much help for our Bay View Recreation Department. Since we have a unique organization and program, I am interested in your policies on accepting articles for publication. If you will be so kind as to send such information to me, I will appreciate it very much.

Ernest D. Gray
Recreation Director
Bay View Assn.
Bay View, Mich.

Article Informative

I would like to tell you how much I enjoy CAMPING MAGAZINE.

I have found the articles most informative on all phases of camping and counseling. Please keep up the good work.

Margaret Strahan
Camp Whippoorwill
Baltimore, Md.

there's a "tramp"
in camp



...and it's a

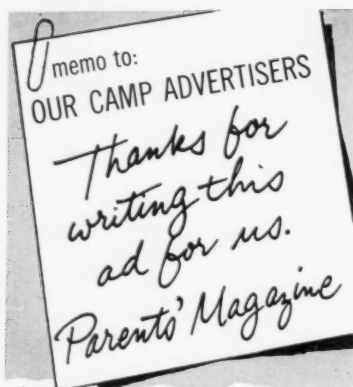
NISSEN

Amazing what a Tramp can do for a camp. Boys and girls take to it like ducks to water. And, it's good for them, too — builds strong healthy bodies. Nissen Trampolines bounce better longer. Are sturdily constructed to keep their bounce year after year. They come in various models. There's one just right for your camp, priced for your budget. Bring the wholesome fun and health building exercise of Trampolining to camp with the best. Nissen Trampolines. Sold and serviced the world over. See your sporting goods dealer or write to —

NISSEN TRAMPOLINE COMPANY

200 A Avenue N.W., Cedar Rapids, Iowa
Nissen Trampoline of Canada, Ltd.
8 Colborne St., Toronto





Our advertising in Parents' Magazine brought 17 direct inquiries and 3 direct enrollments. One of these enrollments was from a mother who was (our) camper thirty-five years ago!
—Girls' Camp, Maine

Parents' Magazine is responsible for 4 of our campers—2 through our advertising and 2 from your office.
—Boys' Camp, New Hampshire

Thanks once again for your interest and co-operation. Bureau leads resulted in 4 enrollments, our advertising in 9 inquiries and 3 enrollments.
—Boys' and Girls' Camp, New York

Service Bureau prospects resulted in 2 enrollments; our advertising 41 inquiries, 12 direct enrollments. Thank you for your referrals. You are our medium for advertising.
—Boys' Ranch, New York

Our advertising in Parents' brought 3 enrollments—1 from Indonesia.
—Boys' Camp, Pennsylvania

Our advertising brought 12 inquiries which resulted in 4 direct enrollments.
—Boys' Camp, Virginia

22 direct inquiries and 3 direct enrollments are traceable to our 1957 advertising in Parents' Magazine.
—Girls' Camp, North Carolina

Bureau referrals resulted in 2 enrollments. Advertising in Parents' Magazine brought 4 direct enrollments.
—Boys' Camp, Lake Michigan

Our advertising in Parents' Magazine brought us 38 direct inquiries and 4 enrollments.
—Girls' Camp, Colorado

For 24 consecutive years, Parents' Magazine has carried more camp advertisers than any other national magazine.

For rates and full details write or phone:
JOSEPHINE CHRENKO, Director,
School and Camp Department

PARENTS' MAGAZINE
52 VANDERBILT AVE., NEW YORK 17
Murray Hill 5-4400

Camping Magazine

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Camping Magazine, February, 1958



WIN

this new Aluma Craft Canoe for your camp in Pillsbury's Big, FREE canoe drawing!

Total of 5 to be given away! Drawing June 9!

Nothing to buy! Simply fill in entry blank available from your Pillsbury Representative or Jobber Salesman and mail to Pillsbury before June 2, 1958.

Here's your chance to add a brand new Aluma Craft Canoe to your camp FREE. This 15-ft. beauty has a 37 1/4" beam. Because it weighs only 77 lbs., it's ideal

for wilderness trips as well as camp use. It's safe, too. Fullness is carried well forward and aft giving this model great stability and carrying capacity. Styrofoam under its forward and after decks assures positive flotation. Its extruded keel and stem provide full 1/4" thickness to resist wear and abrasion.

Save time and money all season with these Pillsbury H & R Mixes

Pillsbury H&R Mixes save you up to 15 minutes on everything you bake because you have only three preparation steps instead of six or more. They cut waste and inventory requirements because all the ingredients are in the mix. Variety is limited only by your imagination. And you get unvarying high quality every time you bake.

CAKE MIXES
CHOCOLATE CAKE MIX
WHITE CAKE MIX
LEMON GOLD CAKE MIX
YELLOW CAKE MIX
ORANGE CAKE MIX
SPICE CAKE MIX
CARAMEL CAKE MIX
ANGEL FOOD CAKE MIX
GINGERBREAD MIX
BROWNIE MIX

PANCAKE MIXES
DELUXE GRIDDLE MIX
BUTTERMILK PANCAKE MIX
WAFFLE MIX
QUICK QUART PACK

Available in 6 1/2 bales and 50 lb. bags

HOT BREAD MIXES
PLAIN MUFFIN MIX
BRAN MUFFIN MIX
CORN MUFFIN MIX
SOUTHERN CORN BREAD MIX
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DELUXE DINNER ROLL MIX
BISCUIT MIX

SPECIALTY MIXES
PIE CRUST MIX
CAKE DONUT MIX
COFFEE CAKE MIX
BREADER MIX
BATTER MIX
FLUFFY WHITE FROSTING MIX
CREAMY FUDGE FROSTING MIX
FARINA WHEAT CEREAL

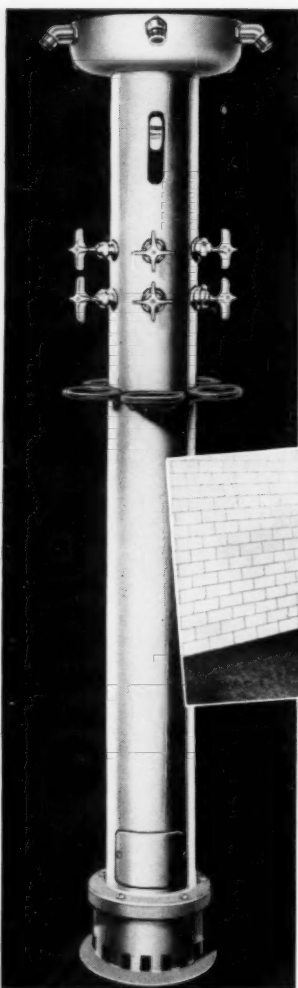


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*Visit Pillsbury's Booth #37
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Watch Pillsbury Pioneer

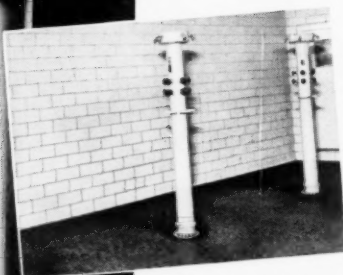
*New Products • New Ideas
New Services for you!*



Now!

SHOWER BATHS AT LOWER COST

← *One Bradley
Column Can
Provide Five
Showers*



Here Bradley Column Showers are placed in partly walled-in room. Where there is a central floor drain, only two piping connections (hot and cold water) are required.

BRADLEY Multi-Person Shower Units

are economical—each Column provides for 5 showers or for 3 (if placed against the wall). The Columns can be installed alone—or provided with partitions and curtains.

Installation time and expense are reduced because each Column can provide the same bathing facilities as five conventional shower stalls. Only *three* piping connections (hot and cold water and drain) are required in place of 15. If there is a central drain, only hot and cold water connections are required—a further saving.

Bradley Multi-Stall Showers allow each person to control water temperature and volume as desired. They are ultra-sanitary and require a minimum of maintenance work.

For New or Existing Buildings

Bradley Showers can be installed readily in new or existing buildings, economically and in shortest time. For complete details and specifications, please refer to pages 22 to 26 of our Catalog 5601, a copy of which will be mailed on request . . .

BRADLEY WASHFOUNTAIN CO.
2263 W. Michigan Street
Milwaukee 1, Wis.



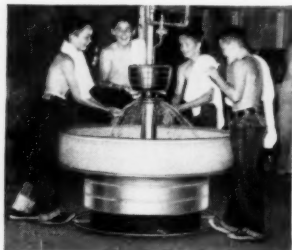
Write for
Catalog 5601

BRADLEY
*washfountains
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Distributed Through Plumbing Wholesalers

Partial List of New Camps and Clubs using Bradley Showers and Washfountains

Camp Oh-Kon-Dah, Camden County, Mo.
Girls Club Bldg., Pittsfield, Mass.
Youth Center, Hazardville, Conn.
Terre Haute Boys Club, Terre Haute, Ind.
Jersey Youth Camp, Twin Lakes, Pa.
YMCA Camp Shady Brook, Colorado Springs
Camp Indi-Co-So, Bedford, Ind.
Girl Scout Camp, Carnation, Wash.
Camp Villa Don Bosco, Santa Cruz, Calif.
Camp Collins, Gresham, Ore.
White Eagle Camp, Forreston, Ill.
Blazing Trail Camp, Denmark, Me.
Boy Scout Camp, Osceola, Mo.
Salv. Army State Lake Camp, Bloomdale, N. J.
Camp Northland, Ely, Minn.
Summer Camp, Atlantic Union College,
Lancaster, Mass.



Bradley Washfountains provide ultra sanitary washing facilities at lower installation cost. See Catalog 5601.

Camping Magazine

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Names and addresses of ACA National Committee Chairmen, Regional Chairmen, Section Presidents, may be found in the Annual Camp Reference and Buying Guide.



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Camping Magazine, February, 1958



Making Friends With Camp Pets

Summer camp is often the place where boys and girls from the city have their very first experience with the care and feeding of a domestic pet. Responsibility for dependent creatures is a valuable factor in the development of a mature personality, and to that end, caring for the camp puppy or kitten may give the insecure or problem child a feeling of being wanted and needed. The devotion of a four-footed friend can ease, too, those waves of homesickness that sometimes well up in a new camper.



Camping Magazine, February, 1958

PORTABLE
AerVoid
REG. U. S. PAT. OFF.
Vacuum Insulated
HOT FOOD, SOUP and
COFFEE CARRIERS
BEGIN WHERE COOKING
KETTLES AND COFFEE
URNS LEAVE OFF



CAMP DIRECTORS!

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Save time. Expedite your feeding operations with AerVoid Portable Vacuum Insulated hot food, soup and coffee carriers.

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Thousands in daily service from coast to coast amongst institutions, hospitals, industrial plants, schools, caterers, many large government and commercial feeding operations.

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The Gas Company Beyond The Gas Mains

Serving Camps in 15 Eastern States from Maine to Florida

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GENERAL OFFICES
Box 206
WHIPPANY, N. J.

UTILITY-GAS DIVISION
Box 1937
PORTLAND, ME.

MEMO FROM THE EDITORS

One of our favorite people here at Camping Magazine's office is Jimmy the mailman. He has been delivering our mail for almost eight years and is practically one of the staff. Jimmy is always most welcome, first because he's a darn nice guy and, second, because we like to get letters.

Our one real, continuing contact with all of you is through the mail. Each month, we mail out our "letter" to you in the form of an issue of Camping Magazine. And, each month, we receive your comments on it. Sometimes you write wonderful letters—letters that say you like Camping and that one of the articles has filled a particular need for you. Sometimes you write to tell us that you disagree with an article or that the magazine is not meeting your particular needs. It's hard to say which type of letter we appreciate more. The "pat-on-the-back" ones help us to know what you like and what we should repeat. However, the critical letters are just as helpful in planning future issues of the magazine.

There's a third category of letters—letters that ask questions. We, often, don't know the answers to problems that stump you but we do know people to ask or sources to find the answers. Sometimes one question leads to a feature article that helps many readers. So, as the old novels say, take your pen in hand and write. We'll answer—perhaps not by a personal letter but at least through the magazine.

Your comments on the first Camping Conversation, in the December issue, were most favorable and you said you wanted more. This month we are running the second Conversation. It's on a subject that concerns all of us—recruitment of staff. We want to again express our sincere appreciation to the camping folks who worked with us in preparing this series.

This month's issue was planned to supplement the discussions and sessions you will be participating in at the ACA National Convention in St. Paul. The conversation on staff recruitment will, we are sure, be continued throughout the Convention. And, at every gathering of camping people there is always an exchange of good ideas for camp programs. Articles in this issue offer some fine suggestions on nature, Indian lore, canoeing and archery programs.

At the Convention, you will be meeting folks who are engaged in School Camping programs and you will hear discussions on this rapidly growing aspect of camping. This month's article on School Camping will perhaps answer some of your questions and help you to know more about a part of our field. A frequent and popular feature in Camping is our Menu page. Check this month's, prepared by an experienced dietitian, for ideas for wholesome and appetizing meals. And, be sure to check the suppliers who exhibit in St. Paul and advertise in Camping for ideas on food purchasing.

We know that all of you attending the ACA Convention will come away with innumerable ideas and renewed vigor and faith in your camping work. We hope this issue, and future issues, of Camping will serve as a monthly "convention" of ideas and inspiration.

—THE EDITORS

BOOKS of interest to camp directors and instructors A New Book

CAMPING

by BARBARA ELLEN JOY, former
owner and founder of the Joy
Camps, Hazelhurst, Wisconsin

Make good camping better camping! This new book contains sound suggestions for improving program activities and counselor-camper relations. Reviewer Virginia Musselman, NRA Program Service, says if she "could place only one book in the hands of a new camp director . . . it would be this one." This book also includes practical ideas for future camp work. \$2.75

GAMES FOR THE ELEMENTARY SCHOOL GRADES

by HAZEL A. RICHARDSON, Texas
Woman's University

This game card file is a real work saver for teachers or camp instructors with limited recreational training or facilities. There are 137 individual games with many variations and new teaching suggestions and procedures. This book is one of the most popular teaching aids in the recreation field. \$2.25

QUANTITY RECIPES FOR QUALITY FOODS

by E. EVELYN SMITH,
University of Illinois

Your camp dietician will find this card file a helpful source of recipes and menus. Recipes, yields and equipment have been standardized to serve as a guide for meeting the needs of specific units. \$2.75

A MANUAL OF RIDING

by JENNIE M. ORR

The three sections of this revised pamphlet cover the horse, bridle and saddle; fundamentals of good riding; and care of horse and equipment. Outlined tests and a glossary are included. \$1.75

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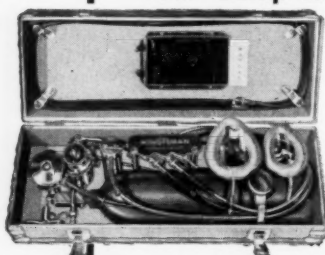
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Does more for the patient in all respiratory emergencies.

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Subsidiary of KING-SEELEY Corporation

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Firm _____
Address _____
City _____ State _____

Camping Magazine

BOOKS FOR BETTER

Kenworthy Text-Activity Books

Reviewed by Alverna B. Coffey,
Girl Scouts of Racine County,
Wisc.

This is a delightful set of nature books which provide an enjoyable learning experience for amateur nature lovers as well as advanced naturalists. The set covers Insects, Wild Flowers, Trees and Birds and each includes a follow-up exercise checking the comprehension of the reader. This could provide an interesting as well as informative activity for either school or camp situations.

Numerous uncolored sketches, accompanied by a coloring key, are contained in the books, and these should appeal to the "do-it yourself" artist and serve as a "clinger" of the descriptions.

The material is written in a simple, direct style, in a large readable type and yet presents scientifically sound information in an interesting manner. The authors have done an excellent job in providing an invaluable aid for the development of a proper attitude toward our world in the out of doors.

The Kenworthy Text-Activity Books, What Tree Is That?, Books 1 and 2; Birds, Books 1, 2 and 3; Wild Flowers; Insects; are published by Kenworthy Educational Service, Inc., 138 Allen St., Buffalo 1, N.Y., at 39¢ each (25¢ for handling with each order).

The Boys' Entertainment Book

Reviewed by Wes Klusmann,
Boy Scouts National Headquarters.

Much of the material in this book is refreshingly new or takes a new slant on an old idea. It is well written and illustrated and should prove a real help to youth groups in staging skits and games.

Although ghost stories may be popular with groups of young people, such stories can also be terrifying if good judgement is not used.

Camping Magazine, February, 1958

CAMPING

We feel that the section on ghost stories is over advertised in the book. Young boys and girls, particularly in a camp experience for the first time, are naturally apprehensive of their new surroundings. Nothing should be done that might make them fearful of the night and its sights and sounds.

The Indian story section is most commendable and should prove helpful in this program area.

We can recommend this book as one which would assist camp directors and program directors to arrange attractive programs and to stimulate imaginations to wholesome activity in the field of entertainment and showmanship.

The Boys' Entertainment Book by Bob Smith is published by T. S. Denison & Co., 321 5th Ave., S., Minneapolis, Minn., at \$3.95.

This Way to the Stars


Reviewed by Jo Weckwerth, Teaching Fellow at the University of Illinois.

This Way to the Stars is an elementary text on astronomy which takes advantage of the interest of children in space travel and adventure by organizing the book around two imaginary trips. One goes back through time and introduces the reader to the history of astronomy and the work of astronomers from the priest kings of Sumer to Einstein. The second is a trip ahead through space taking the reader on a visit to the moon, sun, planets, and the galaxy in general. In explaining the trip through space, known facts and theories and the implications of the parts of the universe are discussed. In addition, instruments used currently to study outer space are explained and simplified to help the reader understand his trip.

This book can well be used as a background of theory to interest or challenge the young reader (6th-9th grade level.) It is not intended to be used as a field guide. There

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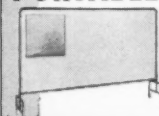
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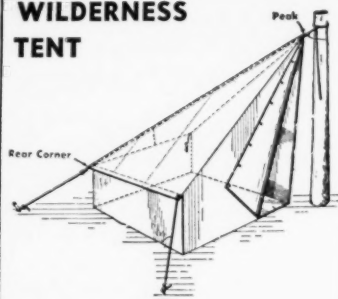
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are probably other books which include star charts and diagrams of the moon, sun, and planet rotation that should be included first in the well-equipped camp nature library. But, this book could well earn its place as a reference or for use by the more advanced and interested camper.

This *Way to the Stars* by John Schealer is published by E. P. Dutton & Co., 300 4th Ave., New York 10, N.Y.

Story Telling for You

Reviewed by Theodore Cavins,
Lake Forest College.

Is story telling a lost art? Not if you follow the suggestions made by the authors of this little handbook "for storytellers everywhere."

Barbara Webb, teacher, librarian, story-teller, and current staff member in the Antioch College School Camping program, gives seven orderly steps the story teller should take to make a success of his opportunity. These steps may not appeal to a lazy camp counselor who wants to use story-telling as an easy way to get his youngsters quiet, but they will provide clear and concise guidance to anyone who will take the time and energy to recapture the art of this ancient pastime.

A selected bibliography by Ruby Cundiff and four proved samples of suitable stories with helpful comment are addition reasons for this book's place on the shelf in all good camp staff libraries.

Story Telling for You, by Ruby Ethel Cundiff and Barbara Webb, is published by The Antioch Press, Yellow Springs, Ohio, at \$1.00 (Clothbound \$2.00).

Playmaking with Children

Reviewed by Kay N. Schlichting,
Camp Wyoda.

Playmaking with Children is written especially for the elementary school teacher who uses dramatic presentation in the classroom. Most of the suggested material could be helpful to camp dramatic counselors.

Winifred Ward, Professor Emeritus of Northwestern University, has wide experience in the dramatic field and presents her material with charm and enthusiasm. How a play is evolved from a good story is

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carefully explained. Of great value are the bibliography of stories suitable for playmaking and a list of music for dancing and background music.

Since Playmaking with Children tells so well how to present creative drama and includes so much excellent source material for camp dramatics, it should be on the reference shelf of every camp library.

Playmaking with Children by Winifred Ward is published by Appleton-Century-Crofts, Inc., 35 W. 32nd St., New York 1, at \$3.50.

Choral Readings for Junior Worship and Inspiration

Reviewed by Charlotte F. Address, Director of Youth Services, Federation of Protestant Welfare Agencies, Inc.

This is the third in a series of choral readings designed for various age groups and is intended for the 9 to 11 year old boy and girl. It might be said these are the youngest children for whom the selections would have meaning but the appeal is not limited to this age group. Most selections would delight older and even adult audiences.

There are more than 50 pages of readings suitable for worship service at camp. Most selections would be as useful in a non-sectarian program as in a Protestant service.

A helpful introduction serves as a guide to directing choral reading. The poems are all carefully labeled in speaking parts. Directions are sufficiently clear for anyone to be able to direct an acceptable chorus using this pamphlet.

Choral Readings for Junior Worship and Inspiration by Helen A. Brown and Harry J. Heltman is published by The Westminster Press, Philadelphia 7, at \$1.00 (5 or more copies, 90¢).

Archery Handbook

This is a condensation of "How to Improve Your Archery." The rudiments of archery are outlined clearly in step-by-step form and the illustrations are numerous and excellent.

Archery Handbook is published by The Athletic Institute, 209 S. State St., Chicago 4, at 10¢ (100 to 1000, 7¢; over 1000, 5¢ each).

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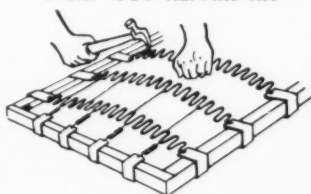
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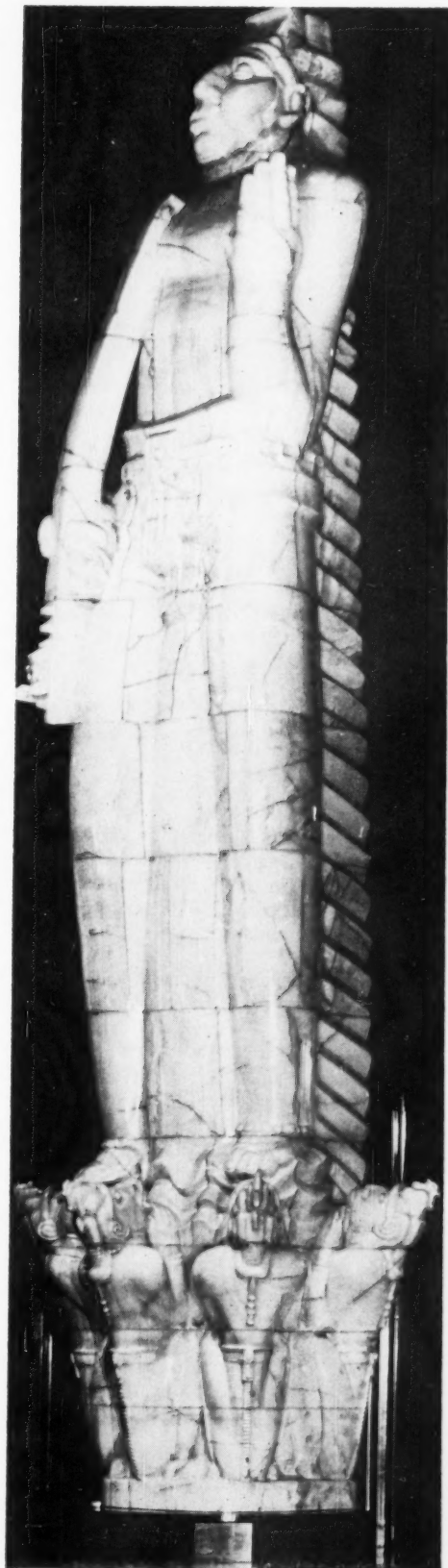
Camping In A Fast Changing World

Theme of ACA Convention Stresses Association's Work for Future

American Camping Association members attending the Association's 1958 National Convention in St. Paul, Minn., on Feb. 5-8, will see the statue of the Indian God of Peace pictured here. This statue represents the goal of all Americans — a peaceful world.

The ACA Convention theme, "Camping In A Fast Changing World," stresses the work camping people are doing for future peace. In gearing philosophy and program to meet the needs of young people in today's world, camps are enabling these children to become adults qualified to lead America and the world on the trails of peace.

All camping people can be proud of the work of ACA in developing the growth of organized camping. And, each ACA member can be proud of his own work in planning and execution of ACA projects such as this Convention. Work done for today will result in a better, more peaceful world tomorrow.



Camping Conversation

Recruiting Counselors

This is the second Camping Conversation to appear in Camping Magazine. The first, on putting more real camping into camps, appeared in the December issue. The conversations are tape recorded interviews with outstanding personalities in the field.

Conversationalists this month are Mrs. Elizabeth Spear, ACA vice-president and director of the Department of Camping, Camp Fire Girls, Inc.; Mary Gwynn, owner and director of Gay Valley, a camp for younger boys and girls; Milton Goldberg, executive director of the Jewish Big Brothers Association of Los Angeles and Camp Max Straus; and Fred V. Rogers, ACA vice-president and managing director of the Lake Hubert Camps in Minnesota. They were interviewed by Marjorie Hicks, managing editor of Camping Magazine, and Mrs. Mary Galloway, of the magazine's staff.

Miss Marjorie Hicks—One of the biggest problems of every camp is staff recruitment. Perhaps we can best start this conversation by talking about when you begin assembling your staff. Does that start in the fall? How soon do you begin assembling your staff for next year? When do you begin this recruitment, Mr. Goldberg?

Mr. Milton Goldberg—We are recruiting all year around, and we're always planning toward it. That happens to be my particular way of doing it.

When we were in the middle of camp last summer, we were already sizing up the crowd to see which

ones are going to come to us next year. We have a pretty good idea about the staff that is coming back, and we know we've got to fill in the rest of them. We're just looking all year around.

Mrs. Elizabeth Spear—Do you find much loss in staff along the way between the last summer and the following season?

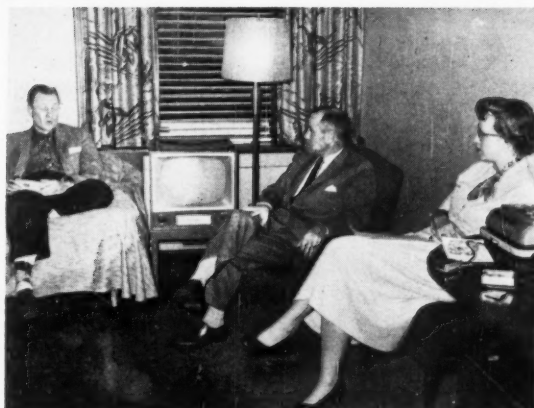
Mr. Goldberg—You have to be careful and you have to know your people. You have to know who's reliable and you have to make it pretty clear that you are counting on them. You do find some loss; but basically you've done a job of recruiting and training and you want to have those who worked out well to come back. In some situations, you can't have them back. Say the person is a senior in college—they're all washed up, they are not available for next summer.

Mr. Fred Rogers—I purposely wait until the first part of February before I offer any contract to any personnel. That is because of this problem of loss due to change of plans, and also because we don't think we're in a position to evaluate immediately following the camp season. Also, I think there is the time when, these people are eager to get home, are thinking in terms of the tiredness and the long season past and so on, and they are not receptive. But as the fall and winter seasons go along, they are more anxious to think of the better things and are more eligible.

As far as interviewing is concerned, we start our



Camping Magazine's photographer took these informal shots as, left to right, Mary Galloway, Mary Gwynn,



Elizabeth Spear, Fred Rogers, Milton Goldberg and Marjorie Hicks discussed staff recruitment.

for Your Camp Staff

interviewing trips the first week in March. We precede them by various contacts at whatever points we can, through our old staff, through smaller schools, and in other ways. We give our old staff until March 10 to commit themselves, either to accept the contract, to ask for additional time, or to refuse it, so that we know how to fill in.

Mrs. Mary Galloway—Mary Gwynn, do you have anything to offer on that?

Miss Mary Gwynn—Well, I begin a little bit earlier than Fred does and I follow something of his method and something of Milt's. We ask those that I know we would like to have back, and the people who have helped form the continuity of the staff. We know their situations well enough to know that perhaps they can come back. In a few cases, I speak to them even before they leave camp.

But I agree with Fred that the psychological element is there, that you don't want to ask everybody back immediately—at least, I do not care to. So I usually wait until after Christmas and then send out letters inviting people back, or if it is possible, I have interviews wherever I am. Of course, this whole thing concerning returning and recruiting goes on all year long, I imagine with every camp director.

Mr. Goldberg—That's a basic concept we would agree on—that it is a 12-month program, through all seasons. It isn't what most people think it is: two months before camp opens you just line up a staff.

Miss Hicks—I think we can turn now to the next question. Where do you look? Just where can you find them? What have you found to be your best sources outside of returning counselors?

Mrs. Spear—I think you are limited to some extent; because if you're going to observe ACA Standards, you don't start below a certain age or educational level. That automatically rules out high schools and junior colleges, perhaps some of them at least. I think probably four-year colleges would be the major source of counselor material and teachers.

Miss Hicks—Have you some suggestions on sources, Mr. Rogers?

Mr. Rogers—One is that we and several people in our area have decided that we are wasting our time going to the big colleges and the big universities. For some reason or other, their students place a greater attachment on financial return, and obviously we are not in a position to compete with industry financially. So we suggest the smaller colleges, the smaller seminaries and Bible colleges where we get a very fine kind of person who has a philosophy somewhat similar to the camping philosophy. We also believe in these two sources: first, your current or former staff, if they are aware that you are searching for good leadership, may recommend your camp to others. Then secondly, your campers' parents quite frequently know of people who are interested in youth work.

Miss Hicks—Where do you look, Mr. Goldberg?

Mr. Goldberg—In addition to each of those things that Fred mentioned, we have used two interesting sources. One is related in a sense to the kind of camp we operate; we want highly skilled and very mature people in our camp. And we find we want people who have motivations beyond just having a place to spend their summer and earn a living—people who are motivated by the desire to have the unique experience of living with and working with children.

We want those who are planning a career in one of the professions having to do with children, such as teaching, social work, physical education or recreation, or even sometimes medicine. We go to various nearby colleges where they have people who are preparing for a career in working with children in one form or another. That's one general area we are exploiting.

Then another service in our own community and in many other communities throughout the country is the United States Employment Service. In our community, the camping people themselves went to the state department of employment and we developed our own advisory committee to that department. The employment service has a specially staffed department which finds employment just for professional people, and they put camping jobs in that category.

Mrs. Spear—Along that same line, there are a number of ACA Sections that operate counselor referral services, and also, some social agency councils in larger communities operate counselor referral services, through which applications are made available to camp directors. Then there's one other source which looks a little farther ahead. It seems to me that one of the greatest resource areas for future counselor material is right in our own camps, among our own campers. Many camps have counselor-in-training programs. Ours, for example, is a two-year program, for one month each year. A girl can enter when she's 16, and she is finished at 18. If she has had this two year training, she can fit into the age exception that is made for 10% of staff in the ACA Standards. We feel that this is a very profitable source of counselors as we look ahead and do a thorough job of training.

Miss Gwynn—It seems to me that the field has been very well covered, but we don't want to discount our own personal contacts. Many times counselors come to us this way—through our families, our friends, our patrons, people who know the kind of camp we operate and the kind of persons that would fit into our program and into our set-up. They're the applications which come out of the blue, you might say.

Miss Hicks—Do they really come "over the transom?"

Miss Gwynn—I suppose we all receive them, and I have secured some very fine people that way. But I do not accept them, of course, without careful screening and usually a personal interview if at all possible.

Miss Hicks—Well, you led us right to our next question. How do you do this screening and interviewing? Do you try to use a personal interview the majority of times?

Miss Gwynn—I don't like to accept a counselor on my staff for young children (and my camp is for young children) without a personal interview, if it's at all possible. And I will drive miles and spend money for that personal interview, either going to that person or having him come to me. Of course, sometimes I cannot do that. But when the applicant looks good, I look around and try to remember if I know somebody in that city or that area who knows the applicant, somebody whose judgment I trust. And I never accept an applicant without at least three recommendations—three written recommendations.

Miss Hicks—Would you like to talk on that, Mr. Goldberg?

Mr. Goldberg—I'd like to reinforce the point that Miss Gwynn made. We, from long experience, have gotten to the point where we won't hire anybody unless we have personally interviewed him. Now there are some rare exceptions where there's somebody I know very well—it may be Mary Gwynn—or someone in that part of the country who can go and interview the applicant. As you know, references may have many limitations. A person might be a very fine student at the university with a great academic background, but may have a real problem concerning the simple matter of work habits. He may be a nice personality, or she a very friendly, lovely girl, and so on. I put the greatest weight on the reference that comes from a person who, perhaps, has had the applicant in his camp as a staff member. Based upon my experience, a personal interview has the highest priority.

Miss Hicks—Do you feel that way too, Mr. Rogers?

Mr. Rogers—Yes, very much so. I also, just to supplement this interview, don't take up their time, or give up mine, unless the applicants have been associated with some kind of youth program. In other words, I can't believe that a 19-year-old, or older, becomes really interested in counselor work or youth work if his first association with youth work is with camping, without any background experience.

Miss Hicks—Mrs. Spear, what about your organization? Do you stress personal interviews, too?

Mrs. Spear—Yes, in every possible case. And I agree with Milt on the matter of recommendations. People giving recommendations are not always completely frank with you. They try to give the candidate the benefit of the doubt, and you sometimes miss something that's awfully important.

Mrs. Galloway—You seem to be agreed on that subject. Mr. Rogers, you mentioned a few minutes ago that you

couldn't compete with the salaries paid by industry. What do you do in other ways? What can you offer?

Mr. Rogers—I think Milt touched on that a bit farther back. This has to do with training people who are dedicating their lives and their work to a service. More and more, I feel very positively that we are offering an opportunity for understanding, for experience in service-related responsibilities. We have to find people who are dedicated people—not in the sense of the word like we ourselves might be, or like doctors, lawyers, ministers, and others.

But they have to feel a great need to serve; and therefore, we offer this first experience in service. We also offer an experience in doing the kind of thing that I think it perfectly normal to want to do. We offer enjoyment of nature, the out-of-doors, the related activities and opportunities, and the chance to see other people enjoy them, through counselor participation—things of that kind.

Mrs. Galloway—How do you feel about that, Mary?

Miss Gwynn—I always tell my counselors that they will have an invaluable experience in working with a fine group of people, both children and adults. And I think that's true with every good camp. They can't pick up that experience just anywhere, if they are going into teaching or social work, as Milt said. I also tell my counselors that it is wonderful training for parenthood, especially working with the younger child. It's wonderful training in working with people anywhere—in any capacity.

Mrs. Galloway—Are you finding it harder to find your counselors because of the competition with resorts and industrial salaries?

Miss Gwynn—From the standpoint of a coeducational camp, I'm not finding it any harder to obtain fine girls and women for my staff. But I'm finding it very difficult to get the kind of man I need for my boys.

Mr. Goldberg—I might speak on that point. The camp that I operate hires men only, and you can imagine that that would create some complications. And out of that experience, we've had to develop a pretty direct philosophy about this whole matter of what is proper remuneration for a man working in camp. This would apply to women too.

You've got to develop a philosophy, and really point up more than ever, that the most important thing in a camp, and the most valuable thing in a sense, is the staff. It's not secondary to physical climate, it isn't even secondary to the program. I'm sure this might be misinterpreted, but at least we would all agree that the staff is the most important thing. The most important thing you want to give to the children is the relationship between fine adult human beings. And over the years, as we develop these trends in the camping field, some have moved along a little faster than others. But more of the budget has to be put into the pay that the staff receives. Although we do want counselors to be dedicated, we are realistic enough to know that young

men and women, many of them, are not privileged to have resources that families can provide. They have to have money. They are working their way through school.

Mrs. Galloway—Does that mean that you have had to raise tuition?

Mr. Goldberg—Well, it has happened. Fred can tell you more about that in the private camp field. But in the agency camp field, it either has to be obtained through tuition or by somehow putting more money into the budget.

Mrs. Spear—I think Milt has really said it. I think that we have had to interpret to our agency boards that in years past we've had volunteers who would come for just their board and room. It's hard for many boards to understand that now you've really got to compete in a terrific market. Another point that needs to be brought out is, it isn't only the actual salary you pay, but there are fringe benefits. It's costing counselors no board or room while they are at camp. Most of them have insurance over the summer and these fringe benefits will help them.

Mr. Rogers—Private camp people have had a vast up-grading in salaries, and they also have increased their fees considerably, especially in the last four years. There is one thing I want to say, which kind of sums up this matter as far as I'm concerned, a thing that takes a lot of thinking and a lot of discussion. A man said: "You cannot buy a good counselor." This implication, I think, and all the things that go with it, can tell an awful big story. Industry can buy young people, but if we buy them, they're very unlikely to be good counselors.

Mr. Goldberg—As you all know, the ACA has a very extensive program for standards and perhaps the most dynamic thing that's happening in the country is the implementation of this program. It has made one major contribution—establishing the minimum age of 19 for cabin counseling. It has meant that we are having to employ older, more mature people, and that means we have to pay them more because their needs are greater.

Mr. Rogers—I'd like to also comment that I don't think that we should sit back on our heels in this matter of staff recruitment. It is not an easy job and it takes working, it takes constant interviewing and constant observation. Also, a tremendous responsibility for camp people is to always keep aware of the public relations job of educating all areas of the public to the camping opportunity, thus developing our own camping leadership by word of mouth.

Mr. Goldberg—I've often said that a camp will never be any better than its camp director. And next to that, the camp will never be any better than the kind of recruiting program it does, and the kind of staff it develops, apropos of what Fred said. This is one of the best places a camp director can invest his time and energy—in a very adequate recruiting program for the staff.



Hughes Photo, Camp We-Ha-Kee

Use the Natural Approach to

Nature Study

By Nancy Reading

MOST CAMPS have an abundant supply of trees, plants, animals and birds for campers to study. But many nature counselors have found it difficult to inspire young people to really want to learn about their natural surroundings.

Campers' Enthusiasm

If, for instance, on a hot summer day, you ask a group of campers if they want to learn the names of ten trees, chances are you will get a hearty "No!" from at least part of the group. If, however, you ask the same group if they want to go wading, you will probably get a more enthusiastic response. Here is your chance to make use of their interest and direct it to some phase of nature study. While wading, let them look for salamanders, frogs or water plants. When one is found, you can point out how it lives, why it was found there and how it is adapted to its environment.

This strategy, stated as a principle of teaching nature, would be: suit teaching to weather conditions and to the mood of the group. On a "lazy" day when there are clouds in the sky, let your campers spend part of an afternoon watching the clouds move and change shape.

Explain that clouds are just fog held up by air currents. Show them different kinds of clouds and what each means. You might include some information about how weather is predicted from clouds and let them try their hand at it.

On the other hand, it probably wouldn't be wise to have your campers sitting quietly watching clouds, animals or birds when they feel like being active. If they're in an active mood, let them search out various kinds of leaves, learn about them and then make leaf prints of them.

A second principle in teaching nature to young people is: give them more than just the names of things. There are facts about anything in nature which can be made interesting to a camper. For example, you might say that white pine trees are used for making the wooden part of matches to light their cook-out fires, or that their pencils are made from the wood of a red cedar tree. Tell them how a grey squirrel buries his food and later locates it by smell, or that one reason birds can fly and we can't is that they have hollow bones which are lighter in proportion to their size.

An experienced nature instructor once taught a group of 13-year-olds the simplified physiology and structure of trees as the group sat on a log in the woods. They showed interest and gained much more than they would have if they had set out to learn only tree names.

A third principle might be: the less ordinary the teaching approach and the material, the better. The approach a counselor uses can either develop or stifle interest in nature. I once watched an 11-year-

old camper develop an interest in her surroundings by having to find food for a snake she had caught, and for which she assumed responsibility. Children will have an interest in nature if it is not spoiled by monotonous methods of teaching.

A new approach in nature education might be to watch the growth of a plant or the progress of a flower bud, accompanied by an explanation of what is happening inside the plant and why. Explain the purposes of the color and structure of flowers and perhaps let the campers dissect a blossom. One counselor even had success in teaching algae reproduction.

As a general rule, it is wise to let campers take an active part in the nature activity. Let them start a rock and mineral collection, gather the specimens themselves and write tags giving names and interesting facts about them.

A Flexible Program

In using each of the principles mentioned here, keep in mind that there is no way to interest all campers in nature. Keep the program flexible and variable, even to the point of apparent lack of organization on the part of the counselor. Consider interests and backgrounds of the members of the group and adapt your nature program to them.

—Miss Reading worked out these principles while serving as a nature counselor.

Camping Magazine, February, 1958

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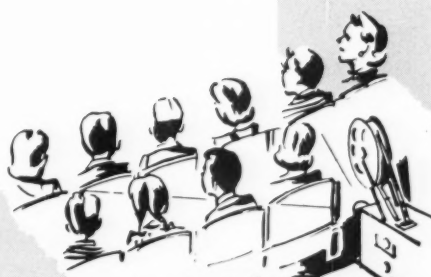
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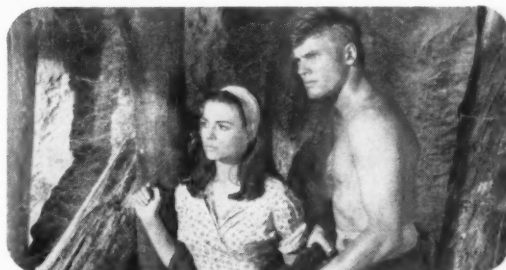
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Making ARCHERY Fun for Campers

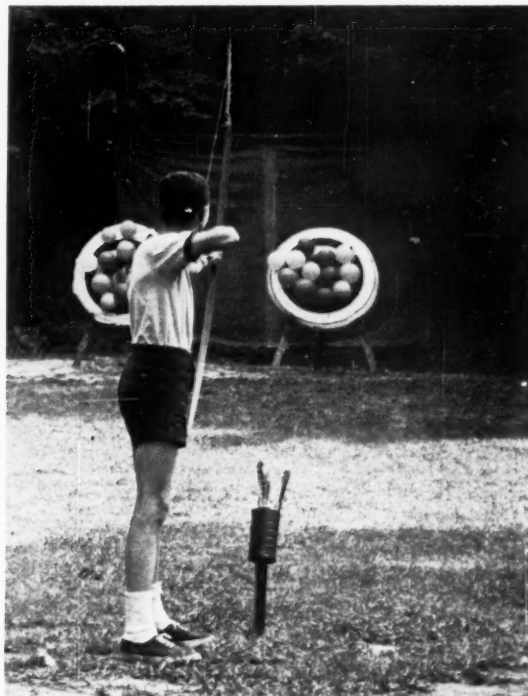


Photo by Russell Holslag

is time well spent !

By Alan Shaler

INSTRUCTORS in any camp activity should attempt to teach proper technique, make the activity interesting, demonstrate its value, and see that campers get proper enjoyment and satisfaction out of it. The latter task may seem the toughest, but if campers are not having fun in what they are doing, they won't get anything else out of the activity.

Making archery fun for campers is time well spent. This is true not only because of their unprecedented enthusiasm for the sport, but also because they display a new seriousness and determination to learn the sport's finer points.

Demonstrate Principles

Each year, prospective archers are given a very elaborate introduction to the sport. They are shown drawings demonstrating principles involved in archery, and the correlation between flight of an arrow

and a thrown baseball or a rifle bullet's path. Next they learn the proper draw and use of point of aim. Finally, the instructor gives a shooting demonstration before campers use the equipment.

The first four or five times a camper shoots on his own, he needs constant attention. Then, as he begins to perfect his form, the instructor will need only to help him correct small details which may hamper his firing at longer distances.

Avert Boredom

Unless a camper is a very good archer—shooting at 40 or 50 yards—eventually he's apt to become bored with the routine, having reached a certain plateau. His imagination must be aroused by something other than ordinary target shooting. Once it is aroused, he will find that archery is actually fun, and he will plunge into the next session of target shooting with new enthusiasm and interest.

An archery meet with another camp will provide a welcome program break. Campers should be informed of the meet a week or so in advance so they may begin to prepare for the goal ahead. Camper boredom and an apparent lack of progress will soon be replaced by the desire to work to the limit of their ability. With such a new incentive, the average or poor archer often finds that he improves and advances beyond his plateau.

Matches are often held on short-distance ranges to make possible competition by younger, less experienced archers. At this shorter distance, many imperfections in form may show up which the instructor failed to catch originally. The experience and enthusiasm gained through an inter-camp archery meet sharpen both interest and skill.

If you instruct at a boys' camp, try scheduling a match with a nearby girls' camp and vice versa. It will stimulate new interest in arch-

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ery and provide an enjoyable, relaxing afternoon for campers.

Since boys naturally have physical advantage over girls, try to choose archers for the match who have shown most interest and improvement rather than those who have most ability. Matches may include some target shooting but emphasis should be placed on novelty shooting and games. A quantity of balloons may be tied to each target, girls using one target, perhaps at closer range, and boys the other. The team which breaks all its balloons first is declared winner.

At one match, girls made cloth kittens with cardboard backs and paper stuffing. These kittens were firmly pinned on a clothesline and archers attempted to knock them off.

Archery Golf

Archery golf is very popular with campers. Lay out a course according to the land at hand. If acres of clear, rolling land are near, you may be able to set up quite a professional course, but with a limited area, campers may have to be satisfied with "miniature" archery golf. I personally prefer a course of nine holes with distances from 100 to 400 yards.

The "hole" is a stake driven into the ground with a balloon tied to it. A hole is completed by breaking the balloon. To save time and balloons, you may concede a hole if an arrow lands at or near the base of the stake.

Archery golf is fun in itself, but it is also a game of great skill. Campers will take on target archery with a new seriousness in their desire to excel in the new game.

"Wild Animal Safari" is another favorite game of young archers. Pictures of different animals may be placed in the woods in likely spots—a squirrel at the base of a tree, a racoon next to a stream, etc. Each of the animals represents a specified point value, and the winner is the hunter with highest total score.

Routine breakers in your archery program will prove to campers that archery can really be a lot of fun. You may find also that campers will gain a new interest in the sport.

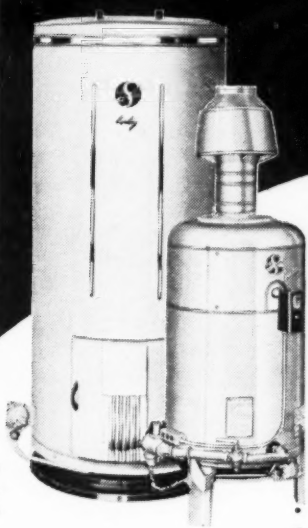
—Mr. Shaler has been an archery instructor for several years.

Camping Magazine, February, 1958

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menus

**Suggestions for a week of
well-balanced camp meals**

	BREAKFAST	DINNER	SUPPER
Sunday	Cantaloupe Scrambled eggs Rolls	Baked chicken legs & gravy Whipped potatoes Peas & corn Celery sticks Strawberry sundae	Grilled cheese sandwich Jellied fruit salad Spice cake
Monday	Grapefruit juice Hot cereal Raisin toast	Swiss steak Parslied potato Spinach Carrot & green pepper sticks Tomato soup	Cold cuts & deviled eggs Lettuce salad Butterscotch pudding
Tuesday	Stewed prunes Soft-cooked egg	Baked ham Escalloped potatoes Fresh asparagus Sliced tomatoes Apple crisp	Cheeseburger on bun Potato chips Tossed vegetable salad Watermelon
Wednesday	Orange juice French toast & syrup	Beef stew with baking powder biscuits Peach, cottage cheese salad Chocolate pudding	Escalloped noodles with ham Cabbage & pineapple salad Fresh plums
Thursday	Blended fruit juice Cold cereal Muffins	Liver & bacon Hashed browned potatoes Harvard beets Carrot & celery sticks Fruit jello	Navy bean soup Egg salad sandwich & peanut butter & jelly sandwich Tomato & cucumber salad Ginger cookies
Friday	Grapefruit sections Baked egg	Baked fish sticks Parslied potato Escalloped tomatoes Raw greens salad Sliced cantaloupe	Macaroni & cheese Green beans Fresh fruit salad Devil's food cake
Saturday	Orange halves Hot cereal Cinnamon toast	Spaghetti with meat balls Tossed vegetable salad Baked custard with maple syrup	Weiners Potato salad Radishes & onions Assorted fresh fruit

Milk, enriched bread (whole grain type frequently)
and butter or margarine to be served at each meal.

—This menu was planned by Margaret M. Walsh,
consulting dietitian of the Cleveland, Ohio, Welfare
Federation. From time to time *Camping Magazine* will

run additional menus for a week. It is suggested that
directors will find it helpful to save these menus for
planning the coming season's meals.

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Just What is School Camping?

By Don Hammerman

JUST WHAT is school camping? How is it different from summer camping? Will it rob summer camp enrollments by providing camping experiences for boys and girls during the school year? These are questions of interest to all camping people.

For many years, forward looking educators have studied the inherent values of camping with a calculating eye. They wondered how they could incorporate experiences which fostered these values into modern-day education.

In the larger outdoor classroom, educators have found a unique teaching medium for revitalizing school curriculums. They are using first hand experience to augment verbal classroom learning.

Outdoor education has opened new doors to enterprising teachers. School subjects, which in the classroom may largely consist of reading the assignments and reciting them to the teacher, take on a new luster when taught in a natural setting. Learning in the out-of-doors is not meant to substitute for classroom learning, but it can be an invaluable supplement to most subject matter.

It has been found that when students can experience directly what they have studied in text books, they will usually have a better understanding of the material.

What does it Mean?

One basic difference between school and summer camping is that a group of school children attend camp as a classroom unit. For months in advance they prepare for the one week during the school year in which they will live together and carry out a program of learning activities in the out-of-doors.

How does it affect Camp Owners and Directors?

How does it differ from Summer Camping?

Under direction and guidance of their own classroom teacher (who in turn is usually receiving guidance from a school camp authority) students carry out money raising projects to help finance the week. Also, they develop plans for kinds of experience they want to have while at camp.

Although the teacher's prime purpose may be to integrate direct experiences with the curriculum, students probably benefit most from accepting and meeting the social responsibilities involved in camping.

Children face and solve real problems while living away from home, for even so short a period as a week. They are responsible for their dress, their personal belongings, their actions, helping at meal-times and keeping their living quarters clean, to mention but a few. These are responsibilities which some children do not assume at home.

Expanded Opportunities

In addition, school camping may provide the individual who perhaps cannot achieve academically an opportunity to perform adequately in some other area, and thus gain recognition denied him at school. For example: Johnny can't spell and he usually misses at least half the words on Friday's spelling test. During school camp week, however, he proves to be a whiz at reading a compass on the Treasure Hunt Trail. New acceptance and prestige are finally his, and he is a happier and better adjusted individual. Shy Susie, who is seldom heard from in the classroom, suddenly displays a talent for spinning

Camping Magazine, February, 1958

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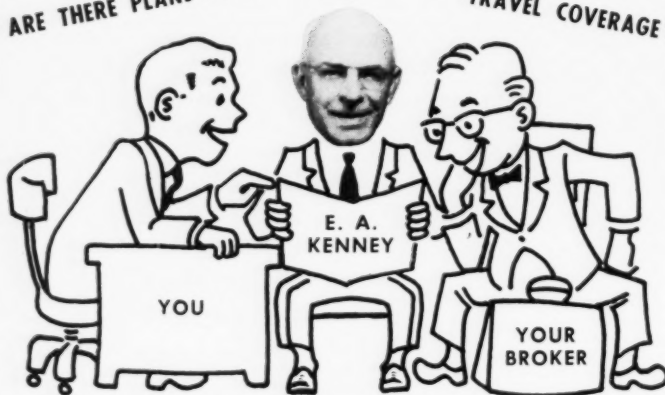
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The author helps 6th graders plan for a week of school camping.

a tall story in the security of the campfire's friendliness, much to the delight of the rest of the group. She too, is happier and better adjusted.

Teachers have found they are able to establish a new kind of relationship with pupils through the informal camp setting. They come to know and understand them better. Children, too, usually gain new appreciation and respect for their teacher as a human being. When such rapport is carried over into classrooms, the result can only be more effective teaching.

More Summer Camp Applicants

Summer camp owners need not fear competition. If anything, school camping should bring more applications to summer camps by providing a greater number of children, who might not otherwise have the opportunity, with the chance to taste the delights of camping.

School camping has grown by leaps and bounds during the past decade—to the extent that many colleges have now embarked upon the task of providing future teachers with a background of camping know-how.

—Mr. Hammerman is program director for the Lorado Taft Field Campus, Northern Illinois State College.

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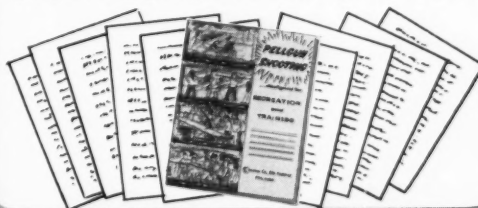
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Indian Lore

INDIAN LORE is a "natural" for any camp. All children play at being Indians sometime in their youth. Herein lies its potential.

Never, in my dozen years as an Indian lore specialist, have I worked with a disappointed camper, if he has first been properly oriented to the enchantment of the feathered tribesmen, the call of the drum, and the intricacies of the dance.

Camps attaining the greatest degree of success with the several aspects of the subject are those giving adequate consideration and direction to the individual camper who participates in this type of program.

Indian lore need not dominate other activities to achieve a respected place in camp. Nonetheless, it thrives best in the camp which lends itself to the nature of this type of activity.

An Art Of Camping

Study of Indian life should be presented along with other activity periods, but it should be placed in the "passive activities" category. It is an "art of camping" rather than a sport. Many camps strive to support a program which effectively utilizes recreations and interests campers cannot or do not find readily in the city. Where this is the aim, Indian lore meets the challenge.

On the other hand, some camps meet the problem of competing interests by scheduling morning hours for instruction in the arts, followed by afternoons devoted to sports play and vigorous activity. Indian lore, once glimpsed in its polished forms, has much to attract boys and girls of all ages, but particularly boys nine years old and up. The success of instruction periods relies upon the effective teaching techniques and personality of the counselor.

• • • • is a "natural"
for any camp.

By Red Dawn

It can best be presented and explored through a daily program of dancing and craft instruction—it is unwise to separate these two phases. Morning periods should be devoted primarily to dance instruction;—the instructor will increase enthusiasm by injecting bits of history, sign language and costuming demonstration during "rest stops."

Actually, Indian dancing is active enough to be classified as a sport, as it was originally to tribesmen. It is also the period for rhythm, drumming, and rehearsal for the all-camp council fire. Ceremony and ritual are introduced here in their dramatic aspects.

Indian Crafts Program

Afternoon sessions may be devoted to the Indian crafts program. There are many simple Indian crafts that even the youngest campers may make. Older campers particularly enjoy making the more heavily plumed Indian costumes, such as the war bonnet headdress, dancing regalia of feather arm and back bustles, and feather crests and roaches. To accomodate the busy camper, it is helpful to open craft facilities immediately following rest period and to remain open until the evening meal and for a while after. This will encourage campers to finish what they have begun. It is a dissapointed camper who returns home with an incompleted project.

The happiest campers are those wearing their first war-bonnets home, or dancing into the council ring with their heavily plumed bustles. They have reason to be proud, for they have reincarnated the spirit of the Indian through careful and patient endeavors.

—Red Dawn, (Stephen S. Jones, Jr.,) writer and lecture, is Director of the American Indian Lore Association.



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Learning To Canoe Can Be Fun

with a Rock and Roll Routine, Stunts and Relay Races

By Maida L. Riggs

CANOES are fun for campers—but they can be even more fun if all campers are familiar with just how a canoe will react to various forces and how steady a craft it really is.

All you need to set up a program to encourage campers to have more fun and to learn more about canoeing is a sheltered cove with water from six to 18 inches deep, six to eight eager campers and one fairly light weight canoe per camper.

Start with Balance

First routine is to help campers learn about the canoe's lateral balance. Demonstrate that a canoe afloat by itself will not tip over. It floats lightly as a lily pad on the surface and remains on even keel. Have the group push it gently from one to another and point out that the ends are pointed to make progress easier and that it will go straight if pushed from behind. It will turn on its own axis if pushed laterally from either end. With force applied on the same side at both ends, it is displaced laterally.

After this demonstration, assist one prospective paddler into each canoe. Tell them to lie flat on the bottom and to rock and roll the canoe, trying to turn it over or ship water. Small campers will have difficulty making an motion and larger ones will have lot of fun finding out how safe they are. Advance to the sitting and kneeling positions with the same attempt to take in water or tip. Explain that in these three positions the weight is on the bottom of the canoe and, since this is below the water line, the canoe can not tip over.

Now let the paddler stand up and continue the fun of rocking and rolling — still trying to take in water. Stress that the knees must be bent and the weight kept over the

center of the canoe or the paddler will fall out. Remember, the canoe will not tip over but it may lose its passenger. At this point, a camper can be instructed to jump out to see what happens to the canoe when it is thus vacated.

Next step is to explain propulsion in various directions, using the proper terms such as draw and pushover, to give the paddler an idea of how a canoe moves. Now incorporate hand paddling, from a sitting or kneeling position, in some relays or elementary races. These races may well include turns. In fact, once all strokes have been explained, there is no limit to the maneuvers possible after a little practice and experimentation.

This fun in lateral balance may be continued in the form of tandem paddling, with both paddlers using their hands. This part of the learning experience is all the more fun if there are obstacles to avoid. Since no great amount of speed will be developed, there is little danger of damaging a canoe. The safety factor of knowing how to hand paddle is a good one to point out at this time.

The second routine helps campers understand forward and aft balance. Up to this point, campers' weight has been centered in the canoe. Shift the weight to one end (use discretion in the distance) and let them continue with races or a good fast game of tag. This is singles, of course! The results are surprising and more fun than you could believe possible.

Perhaps after this lesson your prospective paddlers will have developed a sense of balance and a better understanding of the craft to be propelled.

Now for the most advanced routine — balancing partners. This calls for campers to work in teams.

Each partner should have confidence in the other. Each should also have a sense of balance and know how to walk the length of the canoe without hanging onto both gunwales. One partner sits on the bottom amidships and as far to one side as possible. The other practices walking up and down freely and easily. It is an asset to have a large canoe to do this stunt. Then one partner takes a paddle, or a pole, in hand for balance. He begins from a standing position on one seat and moves via one gunwale, foot over foot, to the other seat. His feet should always face in one direction — either in or out.

This stunt is easier if it has been practiced on a railroad tie or a floating log. There may be a dunking but the canoe will not tip over — it will glide safely away.

With practice, both paddlers can learn to take off at the same time, going in opposite directions, and arrive safely and simultaneously at the other ends.

Paddling with Hands

Here is another stunt to use when paddlers have learned to balance. Instruct the paddler to sit on the stern seat, facing the stern. The campers can paddle with their hands and stage relay races. Don't bother to have them keep their feet inside the canoe. They can use them for steering and balance and, since this is one stunt in which the canoe is likely to tip, it seems wise to have feet ready to make the move! This stunt is fun in a slight breeze.

Tippy canoe? Not when you cultivate a sense of balance in your paddlers.

—Miss Riggs has served as an instructor at Blazing Trail, Denmark, Maine.

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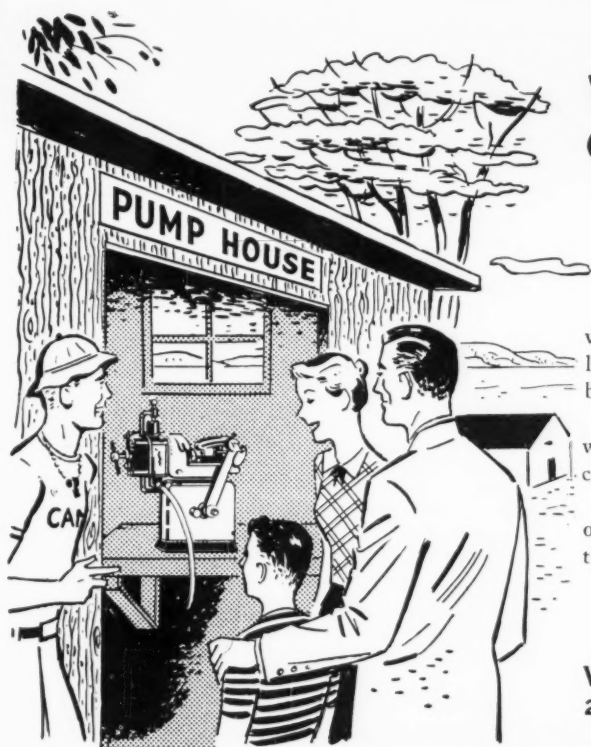
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Make a Special Event of the Campers' Reunion

By Dr. Harold J. Highland

IN RECENT YEARS, many camps have come to regard the off-season reunion as an event of major import. They realize that these meetings can be an effective way of encouraging a bumper crop of registrations for the following season.

Some camp directors include at least one reunion for every season they are not actually in camp. In the fall and spring, the weather is usually favorable for outdoor activities. But, because of the weather factor, winter reunions require a different approach. Here are some basic ideas that are easy to arrange

and provide a framework for a successful reunion.

Keep your reunion within a three-hour period. A longer period can cause youngsters to become restless; parents, too, can become disinterested. To assure maximum participation by both adult members of the family, it's best to hold the reunion on a weekend or a holiday. A three-hour reunion is time enough to build up a high degree of interest—one that will last until the next reunion or enrollment time. Include at least a half hour for refreshments at the end of the program.

Have a staff of sufficient size on hand. If possible, have camp counselors present. Seeing familiar faces enhances the feeling of reunion for campers and their parents. A stronger selling message can be delivered to newcomers and their parents by having them meet staff members before the season begins.

Hold the meeting in a building with ample space. Because of its generous area, an auditorium is excellent. It provides space for a full range of activities, particularly those in which parents and youngsters are separated.

Plan the full reunion in advance.

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This includes providing name-tags for staff, parents and children, selection of songs and movies, and preparation of special equipment for a craft period. If there is to be registration or special seating, place signs in the auditorium telling people the proper procedure.

Keep the program simple and keep it moving. A song-fest serves as a good opener, particularly if you include camp favorites. Movies, both those of camp life and cartoons, serve the double purpose of selling youngsters and their parents on camp and providing amusement. Reaction of campers to familiar events on the screen further instills in the newcomers a desire to belong.

An important part of a reunion is a discussion period of about 20 minutes with parents. During that time, the director relates pertinent information and, along with key staff members, discusses individual situations. At the same time, other staff members keep the youngsters absorbed with a craft period.

Crafts can have an important role at the reunion. First, they can provide the youngsters with a handy memento of the occasion. Second, they offer an absorbing activity while the director is busy with parents. Third, a craft period serves as a practical demonstration of camp activity—the sight of their child busily and happily undertaking a project is more convincing to many parents than brilliant oratory or a brochure.

The craft projects themselves should be simple. Suji-wire figures, simple bracelets and lanyards, pipe-cleaner figures or Indian bead rings can easily be completed within the allotted time. A demonstrator slowly goes through a step-by-step assembly at a pace most of the children can follow. Other counselors stand ready to help those in difficulty. The younger children can work in their own group.

A few more songs will serve as an effective closing. A special song—one which marks the dousing of the campfire during summer evenings—is a fitting farewell until the director calls to register the camper for the next season.

—Dr. Highland, a former teacher, has worked closely with camping and youth organizations.

It's Wise To Supervise



A DISCUSSION ON STAFF
SUPERVISION IN SUMMER CAMPS

COMPILED AND EDITED BY

ALAN KLEIN,
Formerly Professor, University of Toronto.
Currently Professor Graduate School of
Social Work, University of Pittsburgh.

and
IRWIN HALADNER,
Director, Camp Wabi-Kon

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Camp Enemy

Number One



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Camping Magazine, February, 1958

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Camping Magazine

ACA NEWS OF THE MONTH

ACA Welcomes New Camp Memberships

Camp memberships in the American Camping Association continue to grow. Recent camp members, listed with their Sections and the individuals representing the camps, are:

Colorado: Camp Silver Spruce, William D. Groves.

Iowa: Riverside Ranch for Girls, Fred Lark.

Lake Erie: Olympic Sports Camp, David E. Kasunic.

New England: Gardner Lake Camps, John J. Hanrahan; Camp Calumet, Edward F. Shea.

Texas: Camp Tahuaya, Harvey L. Price.

Western Pennsylvania: Camp Seth Mack, Mrs. C. W. Johnston.

As new camp memberships are received by ACA National Headquarters from the Sections, they will be listed in *Camping Magazine*. New camp members, as well as memberships in other classifications, show a steady increase — all are most welcome in ACA.

Cap'n Bill Donates Library to ACA

Dr. William G. (Cap'n Bill) Vinal has donated his nature and camping library to ACA. Cap'n Bill, now retired from the Univ. of Massachusetts, was president of ACA in 1925.

The library consists of many old and historic volumes and documents on camping. This material will be most helpful to those doing research on the early days of camping.

Cap'n Bill has recently completed a study of the earliest forms of public education in New England. His book, "The Rise and Fall of Ye District School in Plimouth Plantation (1800-1900)" is beautifully illustrated with rare old prints and documents. In it, Cap'n Bill notes

the beginnings of many of the educational theories that camping people continue to stress. The book is available from Vinehall Publications, Norwell, Mass., at \$3.75.

Cap'n Bill Vinal has inscribed a copy to ACA and added it to the library he has donated to the Association.

Source Given for Foreign Counselors

Camp directors interested in having young people from foreign countries serve on their staffs during the coming season may find the services of the World Travel Exchange helpful. This organization, a non-profit educational association for international travel and hospitality, sponsors an International Counselor Exchange as part of its program. According to camp directors who have participated in this program, it has worked out very well for the camps and exchange counselors.

For further information on this program, contact World Travel Exchange, 38 West 88th St., New York 24.

Training Course Data Requested

Each year, in early spring issues, *Camping Magazine* lists courses and counselor training weekends open to camp staff members and potential counselors. If you, or your organization, are planning such a course, please send information to *Camping Magazine* so it may be included in these listings. Information should include: type of course, location, dates, fees, sponsoring agency, and where to write for further information.

Counselor training course information should be sent directly to *Camping Magazine's* offices at 120 W. 7th St., Plainfield, N. J.

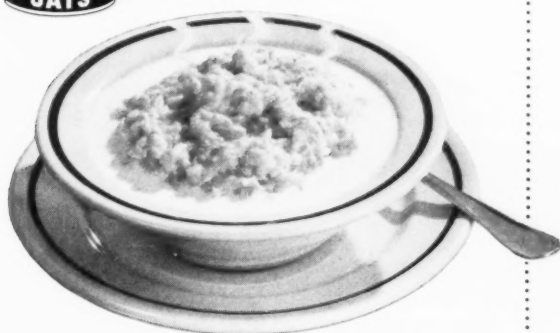
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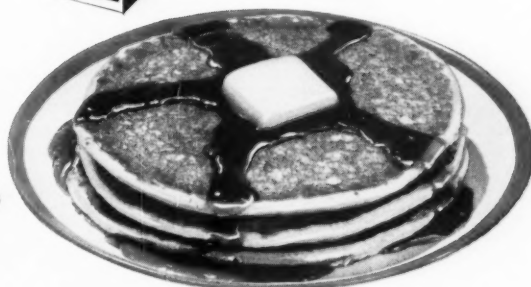
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Current Meetings, Activities

Reported by ACA Sections

New York Section members met January 11 at the Museum of Natural History, New York City, to discuss "Personnel: Recruitment and Practices." Dr. E. DeAlton Partridge, President of New Jersey State Teachers College, Montclair, spoke to the group. Following Dr. Partridge's talk, study groups gathered to discuss personnel practices, supervision, job descriptions, and training — for both resident and day camps. Margaret Werthman, chairman of the 1958 Camping Fair, announced the annual event will be held April 18-19 at Camp McAlister, Huguenot, N. Y.

New Jersey Section's Cracker Barrel Session took place at the Orange YMCA on January 7 following dinner. Topics selected for discussion were: How Should Problem Children Be Handled in Camp?; In What Ways Can Campers Participate in Camp Government and Program Planning?; How Can Good Staff Relations Be Attained?; and What Are Some Successful Waterfront Programs and Activities? N. J. Section ACA Annual Workshop is scheduled for Saturday, February 14 at Cathedral House, Rector St., Newark. Small sessions are being planned to include: Day Camp Operation; Canoe Trips; Dramatics & Choral Reading; and Foods. A noon meal and social hour are also on the agenda.

Members of Lake Erie Section took part in their annual Winter Workshop, December 30, at Camp Cheerful. Larry Eisenberg, nationally known author and recreation specialist, was guest speaker. "Supervision," its meaning, and how to do it successfully, was the topic of discussion at the Section's January 14 evening meeting.

At the Michigan Section Cracker Barrel Session held in Ann Arbor, December 19, the following officers were elected to full two-year terms after having filled vacancies during the past year: Ralph Obuchowski, 2nd Vice-President; Arthur Lusty, Treasurer; and Stanley Michaels, Member-at-Large. Cracker Barrel subjects included: The High Cost of Insurance, A Method of Cooperative Volume Buying to Reduce Purchasing Costs in agency camps. Private camps were mainly concerned with Costs, Trends on A National Level, and Counselor-In-Training Programs.

MCA January 18 meeting featured Hugh Ransom, ACA Executive Director, who spoke on "The National Camp Picture." Small group sessions discussed Camp Maintenance Program, New Approaches in CIT Program, Camper Centered Vs. Activities Centered Program, and School Camping.

Region V, Chicago Section, had "Creative Activities in Camp" as the theme for its December 14 meeting. Keynote speaker was Jean Sanford, coordinator of Outdoor Education and School Camping at Antioch College. Following Miss Sanford's speech, the meeting divided into three interest groups: Arts and Crafts, Music, and Drama.

Chicago's January 13 evening meeting began with a social hour around the punch bowl, followed by a pancake supper and panel discussion on "Camping and the Teenager." Bernard M. Shiffman, executive secretary of the Division on Recreation and Informal Education of the Metropolitan Chicago Welfare Council, was moderator. The topic for the February 22 meeting, to be held at McCormick YWCA, will be "Summer Careers in Camping."

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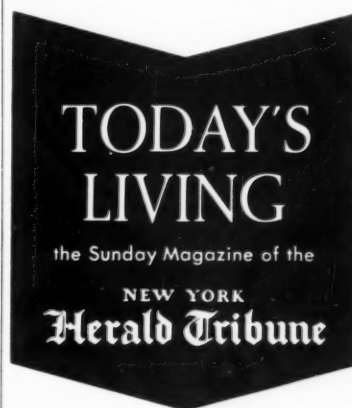
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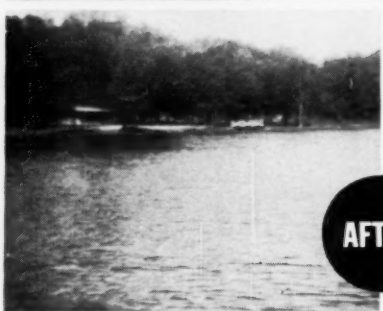
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News of Sections

On January 6, Minnesota Section heard Rev. Douglas Henderson, headmaster of Breck School, speak on "The Underlying Purpose of Camp Program." The following Section committee chairmen were appointed for 1958: Standards, Sally Erickson; Program, Bob McKinley; Membership, Toy Jambeck; Finance, Les Schaeffer; Legislative, Charles Wright; Nominating, Laurel Ihfe; Research, Clarence Osell; Hospitality, Jeanine Brosard; Newsletter, Mary Gentry. Chairmen for Leadership Training, Day Camping, and Publicity will be announced later.



Carl Mesle, Region V

St. Louis Section plans a Campcraft certification course, to be held on five consecutive Saturdays beginning March 1, at Lindenwood College, St. Charles, Mo. An examination will climax the course, and ACA ratings will be awarded those who successfully complete the program.

Carl Mesle, chairman of Region V, spoke on "Spiritual Values in Camp," at the December meeting. He stressed the point that spiritual values can best be developed in camp by selecting a staff who are themselves of spiritual quality.

Wisconsin Section held its first 1958 meeting at Hubbard Lodge in Milwaukee on Saturday, January 18. Following an afternoon workshop and buffet supper, movies were shown of the Ray Bassett Memorial Dedication at Bradford Woods.

Camping Magazine, February, 1958

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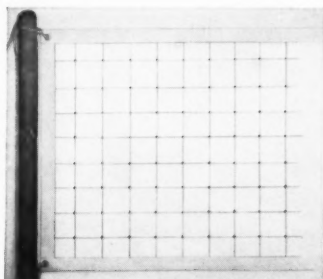
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The THEORY of CAMPING

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**How Cooperative
Efforts Can Lower**

Fire Insurance Rates

Based on a report by
Sidney B. Alexander

THIS IS A short story of how one Section of ACA took the "bull by the horns" to help correct insurance-company procedures affecting camps. For a period of years, it was felt that rates for fire insurance for summer camps were too high.

The writer, as chairman of the New York Section Insurance Committee, undertook to find out just what caused these high rates. It soon became apparent that at least part of the difficulty lay in the legal definition of just what summer camps represent.

Summer camps had been relegated to the category of "summer hotels," "hot dog stands" and other purely leisure-time recreational pursuits or services. There seemed to be little realization of the fact that a summer camp is truly an educational pursuit. It is only recently that the federal and some state governments have begun to acknowledge that camping is the summer-time continuation of a child's education.

Legal implications of these definitions directly affected cost of fire insurance. Inquiry revealed that for "rating" purposes, the risk on fire insurance in summer camps was akin to that of "hot dog stands" and "summer hotels."

It can be safely said that, because of high rates, there are few camps which carry 100% insurance, and not many that carry a sufficient amount so that they would collect 100% of any loss. The problem confronting camp directors is to find some method of reducing fire premium rates.

Fire insurance rates are set by organizations of which the insurance companies are members. In New York, it is a New York Fire Insurance Rating organization. Massachusetts, Rhode Island, Vermont and Connecticut are covered

Camping Magazine, February, 1958

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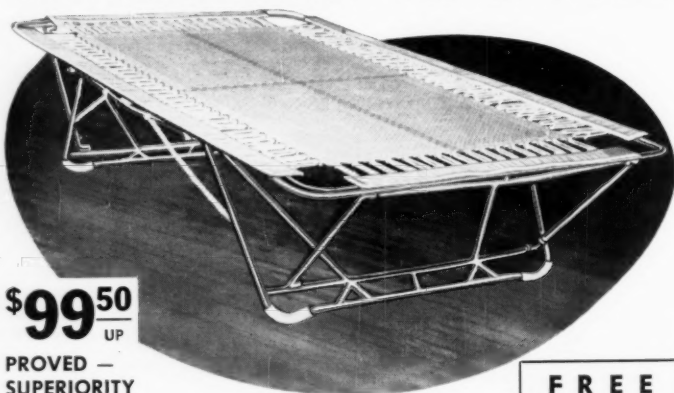
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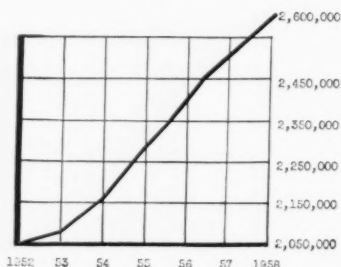
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by New England Fire Insurance Rating Association.

The method of rating by the associations would seem to be very complex. There is a different rate for every type and category of building, and different methods of rating. For example, an ordinary cabin with no fireplace or chimney or cooking facilities would have one rate. A building with these facilities would have a higher rate.

Classification plays a big part in determining rates. Under the "class rate" system, all camps with certain types of buildings have the same rate. A camp that has all sorts of fire equipment, and proximity to a fire department, gets no better rate than one which does not have any of these facilities. Yet, if a fire insurance inspector should come into a camp and state that, in his opinion, a fire extinguisher should be in a certain building — that's it. If the extinguisher is not immediately placed in that building, the camp will get a "debit" rating and its fire premium will go up. But if the camp put a dozen extinguishers in a given building on its own initiative, there would be no decrease.

Questionnaire Sent

It would seem obvious that the amount of insurance carried by camps as a whole, as compared with the premiums paid and actual fire losses sustained, should govern the question of the rate to be charged.

Some time ago, to tackle this problem, a questionnaire was sent to each camp in the New York Section. The Association of Private Camps did likewise. Most of it was concerned with the premiums paid for insurance policies for the past five years and fire losses sustained during the same period. Material developed by this survey was presented to the different rating organizations. There was also presented information concerning the nature of the programs and equipment at summer camps for the purpose of securing re-classification of the camping category.

Following is a statistical summary of some of the results accomplished through this cooperative enterprise. (Keep in mind that each rating bureau used a different procedure. Some rated individual structures. Some gave a flat reduction of 10%

and some resorted to "class rate.")
**Annual Fire Rates Per \$100
of Value**

Camps selected at random*		
Location	Prior to Survey	After Survey
New Jersey	\$1.22	\$1.17
Pennsylvania	1.06	.894
Vermont	1.26	.69
Massachusetts	1.13	.79
New Hampshire	1.12	1.10
Connecticut	1.62	.76
Maine	1.12	.82
New York	1.17	1.05

*Statistics supplied by Camp Brokerage Co.

These results lead us to the belief that if this insurance campaign were continued on a national basis, downward revision of fire insurance rates would be considerable. On a national basis, the various Sections could also inquire into the re-adjustment of rates for every other type of camp insurance.

We in ACA should not under-rate our own "Standards Program." At the present time, failing statistical comprehension of these standards on a national basis, the rating boards believe camps to be too few for a separate insurance rating. This narrow approach by the rating boards keeps camping in the "hot dog stands" category.

Cooperative effort on the part of camp owners and directors would help considerably to raise the level of camping and its recognition as an educational activity in the eyes of the public and governmental officials.

The writer is bold enough to take the firm attitude that premium rating is unfair when made on a "class" basis alone. Insurance companies would do well to make a personal inspection of each camp and of the hazards involved. Those with poor ratings should pay more than those with good ratings.

Camps that are so built and conducted as to minimize hazards ought to be rewarded for that care and not made to bear part of the loss of the poorly built and badly conducted camp. Furthermore, varying rates would be a special inducement to the latter type of camp to re-appraise operations and eliminate hazards. Such a rate structure would help reduce the apprehensive feeling on the part of most camp owners and directors that they are greatly under-insured, due to the limitations of their budgets.

Camping Magazine, February, 1958

Camping Magazine

CLASSIFIED ADVERTISEMENTS

HELP WANTED

SECTIONHEADS. General Counselors and Dietitian wanted for Co-ed Private Camp in Laurentians, Lake Pembina Camp, 4792 Victoria Avenue, Montreal, Canada. 12, 1, 2, 3

FULL TIME DIRECTOR for YWCA Girls' Camp wanted. An opportunity to organize and develop a new camp now under construction. Write YWCA, 610 North Jackson Street, Milwaukee, Wisconsin for information. 12, 1, 2

COUNSELORS: Small coed, teenage, salt-water sailing camp. Boothbay, Maine. Lester Rhoads, 251-18 61st Avenue, Little Neck, New York. 12, 1, 2

CO-DIRECTOR — Camp for orthopedically handicapped children. Administrative and supervisory experience required. Write Box 579, Camping Magazine. TF

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BOY AND GIRL COUNSELORS. Waterfront Director, Cook and Assistant Cook in Co-educational Camp for underprivileged children, July 1 to August 15. Salary determined by qualifications. Write The Volunteers of America, 2801 Lombard Avenue, Everett, Washington. 1, 2

HEAD COUNSELOR—for long term association with leading Maine Boys' Camp (7-11). Experienced in all phases of camping, personnel and program. Write Box 571, Camping Magazine. 12, 1, 2

COUNSELORS — Waterfront, crafts, music (must play piano), general cabin, archery, riflery (NRA experience); ages 19 plus. Season 60 days, Private Boys' Camp (7-11) Maine. Complete history, references, salary in first letter, with photograph. Write Box 572, Camping Magazine. 12, 1, 2

COUNSELORS FOR PRIVATE Michigan coed camp. General Cabin, Waterfront, Campcraft, Music, Dramatics, Arts & Crafts, Riding and Tripping. Write to: Camp Nahelu, 19647 Roslyn, Detroit 21, Michigan. 2, 3, 4

EXPERIENCED DIVISION heads for well established, private co-educational camp for 160 children, in southern California. Please submit resume of experience and education, together with other pertinent personal data. Write Box 575, Camping Magazine. 12, 1, 2

COUNSELORS: Leading boys summer camp in Maine. Waterfront head, couple to head group six through eight years, waterfront, athletics, riflery, riding, archery, drama, general. Reply to: Director, 71 Hix Avenue, Rye, New York. 12, 1, 2, 3

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HELP WANTED

COUNSELORS: Waterfront, unit heads, camp craft, pioneering, teepee village and general counselors. Eight-week camp. Write: Camp Fire Girls, 34 North 8th Street, Reading, Pennsylvania. 1, 2, 3

CAMP SOMERSET for girls in Maine has openings on staff for swimming instructors (ARC), water-skiing, athletics, crafts, dramatics, canoeing, sailing, golf, riflery, fencing, tripping, riding and general, 150 campers, 50 staff. Applicants must be 21 years of age with previous camp counseling experience. Salary range \$250-\$500, depending on experience. Write Allen Cramer, 300 Central Park West, New York, New York. 1, 2, 3, 4, 5

GIRLS' CAMP in Maine has openings on staff for waterfront, canoeing, athletics, tennis, dramatics, golf, riding. Applicants must be 21 years of age with previous camping experience. Write Box 584, Camping Magazine. 1, 2, 3, 4

CAMP COUNSELORS male and female, arts and crafts, physical education, canoeing, hiking, camp craft, group, for co-ed children's camp. Camp White Mountain, 3402 Park Avenue, Richmond, Virginia. 1, 2

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Appear on Page 50**

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Camping Magazine, February, 1958

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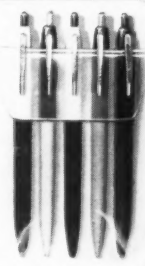
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Camping Magazine

EQUIPMENT • SERVICES • SUPPLIES

Ever wish you could avoid tedious reiteration of game rules to your campers? The Program Aids Co., 550 5th Ave., N.Y.C. 36, has come up with visual coaching kits for such games as baseball, softball, basketball, etc. "Playmasters" are sturdy, lightweight, all-steel constructed wall boards, each having movable lifetime magnetic player pieces, non-glare chalk-writing surface, a magnetic chalk holder and eraser, and interchangeable self-adhesive labels which show position and player numbers. Write Program Aids Co. for particulars.

A unique tribute to the strength and stamina of Old Town canoes was paid recently, when four intrepid young men — only two of whom had had previous canoeing experience — successfully concluded a 5,000 mile canoe trip from Denver, Colo., to Old Town, Maine. They used two 16-foot, 70-pound wood frame and canvas covered Old Town canoes. Write Old Town Canoe Co., Old Town, Me. for information on their long-life canoes for camp use.

Delicious Chicken Au Gratin is being introduced by Suter's Foods, Inc., Sycamore, Ill. Containing cooked boned chicken blended in a rich cream sauce with New York Herkimer and Parmesan cheese, it comes packed 6 - 50 oz. cans to a case; each tin will make 10 - 15 generous servings. Campers will find this an extra special treat. Clip-on menus and cost charts are available from the company.

A boon to camp waterfront safety is Schueler & Co.'s. Schuco-Ambu life-saving equipment, which is simple to operate and works independently of all utilities. The Schuco-Ambu Resuscitator, always ready for instantaneous use, is a face mask attached to an air bag, which,

when compressed with the fingertips, can provide up to 13 liters of air. A special bag provides for oxygen-enriched mixtures. The unit is so small and compact it will fit into a shoe box. The Schuco-Ambu Suction Pump weighs 4½ lbs. and is foot-operated. For more details, write Schueler & Co., 75 Cliff St., New York 38.

In January, Universal Industries, 87 Fellsway West, Somerville, Mass., began manufacturing their Automatic French Fry Cutter, which is guaranteed to slice 52 pounds of potatoes per minute. This revolutionary cutter may be used for cutting a variety of other vegetables, such as carrots, turnips, etc. Let Universal send you information on this time-saving, labor-saving device to help speed your camp kitchen operations.

Next summer your campers will probably be clamoring to water ski. Do you have the correct equipment lined up? The Winner Manufacturing Co., Trenton 3, N.J., can help you choose the correct boat from a number of outstanding Fiberglas models built expressly for water skiing. They will be happy to send you details upon request.

Just out of Nissen Trampoline Co., 200 A Avenue, N.W., Cedar Rapids, Iowa, is an all new tumbling belt. The belt can be used as a training and or teaching aid in advanced tumbling tricks. For further information concerning its other advantages, safety features, sizes, etc., contact Nissen.

Camping Magazine advertisers and manufacturers mentioned in the issue, wholeheartedly welcome your inquiries concerning their products. Take advantage of the opportunity to keep abreast of the latest equipment and supplies by writing for complete information.

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- ROOTAWAY SEWER CONDITIONER
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- PINE DISINFECTANTS
- COAL TAR DISINFECTANTS
- PINE FLOOR SOAPS
- WATER TREATMENT CHEMICALS
- AND DOZENS OF OTHERS

CESSPOOLS AND SEPTIC TANKS Conditions

- | | |
|--|--|
| <input type="checkbox"/> Need cleaning | <input type="checkbox"/> Tree roots |
| <input type="checkbox"/> Have odors | <input type="checkbox"/> Slow drainage |
| <input type="checkbox"/> Grease and sludge | <input type="checkbox"/> Broken tile lines |

TOILET AND SHOWER ROOMS Conditions

- | | |
|---|--|
| <input type="checkbox"/> Athlete's foot | <input type="checkbox"/> Floor requires painting |
| <input type="checkbox"/> Odors | <input type="checkbox"/> Yellow toilet bowls |
| <input type="checkbox"/> Need better sanitation | <input type="checkbox"/> More safety factors |

GARBAGE DISPOSAL Conditions

- | | |
|--|--|
| <input type="checkbox"/> Flies | <input type="checkbox"/> Need new screened unit |
| <input type="checkbox"/> Odors | <input type="checkbox"/> Better garbage can sanitation |
| <input type="checkbox"/> Better disposal | |
| <input type="checkbox"/> Rats and mice | |

KITCHEN AND DISH WASHING Conditions

- | | |
|---|---|
| <input type="checkbox"/> Spotted floors | <input type="checkbox"/> Dishwashing machine full of lime |
| <input type="checkbox"/> Film on dishes and glasses | <input type="checkbox"/> Dishes stained |
| <input type="checkbox"/> Flies | |
| <input type="checkbox"/> Silver tarnished | |

MESS-HALL OR DINING ROOM Conditions

- | | |
|--|--|
| <input type="checkbox"/> Chairs and tables need varnishing | <input type="checkbox"/> Poor cleaning methods |
| <input type="checkbox"/> Dirty floors | <input type="checkbox"/> Require revamping of seating arrangements |
| <input type="checkbox"/> Flies and mosquitoes | |
| <input type="checkbox"/> Floors need varnishing | |

ROOMS—BUNKS—SLEEPING QUARTERS Conditions

- | | |
|---|--|
| <input type="checkbox"/> Floors in poor shape | <input type="checkbox"/> Mice |
| <input type="checkbox"/> Flies and mosquitoes | <input type="checkbox"/> Windows dirty |
| | <input type="checkbox"/> Toilets in poor shape |

FLOOR SANITATION Conditions

- | | |
|--|---|
| <input type="checkbox"/> Get too dusty | <input type="checkbox"/> Imbedded grease |
| <input type="checkbox"/> Need quicker mopping method | <input type="checkbox"/> Should use a sweeping compound |
| <input type="checkbox"/> Need varnishing | |

SWIMMING POOL—BATHING FACILITIES LAKE Conditions

- | | |
|---|---|
| <input type="checkbox"/> Algae | <input type="checkbox"/> Weeds in lake |
| <input type="checkbox"/> Poor chlorination | <input type="checkbox"/> Pool walls need painting |
| <input type="checkbox"/> Water does not give test | |

DRINKING WATER Conditions

- | | |
|--|--|
| <input type="checkbox"/> Hard water | <input type="checkbox"/> Water contains iron |
| <input type="checkbox"/> Poor chlorination | |
| <input type="checkbox"/> Sulphur in water | |

POISON WEED CONTROL Conditions

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Poison ivy | <input type="checkbox"/> Poison sumach |
| <input type="checkbox"/> Poison oak | |

INSECT AND RODENT CONTROL Conditions

- | | |
|---|------------------------------------|
| <input type="checkbox"/> Flies and mosquitoes | <input type="checkbox"/> Moles |
| <input type="checkbox"/> Mice or rats | <input type="checkbox"/> Squirrels |
| <input type="checkbox"/> Roaches or ants | <input type="checkbox"/> Bats |

MISCELLANEOUS Conditions

- | | |
|--|---|
| <input type="checkbox"/> Poor tennis court | <input type="checkbox"/> Stable sanitation required |
| <input type="checkbox"/> Roofs in poor condition | <input type="checkbox"/> Dusty roads |

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AFTER TAPS

... the time when directors, leaders, and counselors recall the successes and failures of the day, plan to make tomorrow a better day, and think about the opportunities — seized and missed — of this wonderful thing called camping.

Encourage Each to do "His Best"

By Ellen Easley

MANY CAMPS have a custom of giving some kind of award at the end of the season to the "best" camper. This has its good points and its bad. But, good points will be enhanced, if the custom can be accompanied by a spirit within camp that makes each camper aware that in the race for the prize it is more important to do "his best" than to be "the best."

Certainly this is a competitive society. We are constantly competing with someone. The human kind of competition apparently does not extend to the rest of nature. Flowers do not become neurotic when they cannot bloom brighter than their neighbors. Birds do not work like fury to build a bigger and finer nest than the one in the next tree. But man is definitely a competitive animal.

Recognition, Awards

At school we have cheer leaders, drum majors, football champions, valedictorians, etc. In Hollywood there are "Oscars" for the best performances. In literature people get Pulitzer prizes, and in science they get Nobel prizes for being "the best." But we shouldn't forget that for every person who achieves enough to be called "the best" in any field there are also thousands of also-rans. The satisfaction of being "the best" comes to a very small number of individuals.

Therefore, it would seem that the master plan for the world must contain a kind of satisfaction which is more accessible to all than the satisfaction of becoming "the best." It could be the satisfaction each man can

win from doing "his best." There are many hurdles to be jumped before a person becomes "the best," but no outward obstacle in the world can prevent one from doing "his best."

We will do our campers a great favor if we equip them with the philosophy that it is more important to do "your best" than to be "the best."

"Blind Weaver"

Such is the philosophy in the poem of the "Blind Weaver," by an anonymous author:

"A blind boy stood beside a loom,
And wove a fabric. To and fro
Beneath his firm and steady touch
He made the busy shuttle go.
And oft the teacher passed that way
And gave the colors, thread by thread,
But to the boy, the pattern fair
Was all unseen . . . its hues were dead.
"How can you weave?" we, pitying, cried;
The blind boy smiled, "I do my best!
I make the fabric firm and strong,
And one who sees does all the rest."
Oh, happy thought! Beside Life's loom
We blindly strive our best to do.
And He who marked the pattern out
And holds the threads, will make it true."

—Miss Easley is assistant director of Camp Waldemar, Hunt, Texas.

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